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ABSTRACT

Developed to identify how low socioeconomic black students perceive the world about them in relation to social and academic characteristics identified by various research findings, this study employs the research technique of using a visual multiple choice questionnaire. The establishment of characteristic statement photographs as being either positive or negative to the statement and/or directions provided assures a high degree of questionnaire validity. The use of pilot field testing of the questionnaire establishes reliability. The photograph series include 10 social characteristics and 8 academic characteristics. Among the former are: living environment, adult models, emotional reactions, resentful of authority, and materialistic concerns. The latter category includes successful experiences, abstract ideas, vocational objectives, interacting relationships, and others. Findings for each photograph series are presented in a systematic fashion including such items as a discussion of findings, the advisory committee's projected opinions, and the implications for teachers. A summary of some basic teaching principles is provided in the conclusion. The 20 principles presented are as applicable to vocational education as they are to all areas of secondary education. The results of the study are intended to assist inner city high school vocational teachers in the use of the basic principles of teaching. (Author/AM)

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ED126189

SOCIAL AND ACADEMIC CHARACTERISTIC ASSESSMENTS of BLACK INNER-CITY HIGH SCHOOL STUDENTS

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PREFACE

This study is another in a series of research activities and reports that are under the direction of the Division of Vocational Education, University of California. In the final phase of this study, the Bureau of Industrial Education, California State Department of Education, provided a small grant that assisted the research efforts. The scope and content of this publication make a diminutive contribution to the study of low-socioeconomic black inner-city students.

The research technique of using a visual multiple choice questionnaire is unique to research in vocational education. The establishment of characteristic statement photographs as being positive or negative to the statement and/or directions assured a high degree of questionnaire validity. The use of pilot field testing of the questionnaire established reliability.

The research team extends appreciation to the advisory committee and a number of individuals. To May V. Seagoe, Professor Emeritus UCLA Graduate School of Education, for her guidance and constructive advice during the initial stages of the questionnaire's development; Linda Malm, Project Photographer, for her excellent photographs; Vern Halcromb, Vocational Education Supervisor, for his review and suggestions of the research data and the manuscript; Carolyn Leckner, Artist, for designing the cover; Blanche Sturm, Secretary, for compiling the manuscript; and to Jeanne Stone, Administrative Assistant, in her editing and suggestions for the format of the publication.

It is the sincere hope of the research team that the findings of this study will be beneficial to schools serving low-socioeconomic black students and to the teachers entrusted with helping them attain their learning potential.

D.A.
1974

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INTRODUCTION

Passage of the 1968 Amendments to the 1963 Vocational Education Act culminated in extended vocational education services to a greater segment of the national population. Inherent in the amendments was provision for assisting handicapped and disadvantaged students. National concern for all segments of our country's inhabitants redirected schools toward program offerings to meet the needs of all of its students, rather than the historical narrow centralization of attention to the college bound.

Despite the scope of attention given to the problems associated with inner-city public schools, very little attention is given to the self-perceived values, attitudes, and expectations of the students enrolled. As assessment of a social and academic characteristic of low-socioeconomic black inner-city high school students, through their perceptions, should be preconceived to ascertain why increasing numbers of black students are unable to benefit from public education.

The high dropout rate for black students may be a result of various factors; some suggest cultural background accounting for academic inadequacies; other suggest that the school's cultural response is middle class, and that the low-socioeconomic student is generally lacking in the social cues and verbal skills of the middle class. There are others who suggest that the low-socioeconomic black student is not highly motivated to achieve academically. Whatever the cause may be, low-socioeconomic black students have aspirations and needs necessary for success in the value structure of their environment and our society.

This study was developed to identify how low-socioeconomic black students perceive the world about them in relation to social and academic characteristics identified by various research findings. The results of the study are intended to assist inner-city high school vocational education teachers in the use of the basic principles of teaching, and to utilize the social and academic characteristics of black students in guiding them in their learning experiences.

DEVELOPMENTAL ACTIVITIES

As a background for putting into focus empirical findings, the development of a meaningful theoretical position serves as a foundation for improvement of vocational education practices. Experimental testing is characterized by strong emphasis on obtaining objective evidence pertinent to problems, analyzing the evidence with probity and reliable methods and arriving at carefully circumscribed conclusions from inference drawn as a result of the analysis.

The establishment of randomization for the study was based upon the fact that the selection of the students studied was not influenced by the research team in any way, thus, allowing the normal forces acting upon the population to result in completely typical samples.

Advisory Committee

Beginning with the embryonic stage of this study and continuing throughout its tenure, an advisory committee was convened to assist in the questionnaire development and analysis of the research findings. A group of black people representing various professions and living within the black communities of Los Angeles County comprised the advisory committee. (See Appendix A for a listing of advisory members.) The advisory committee met six times during the one and one-half years that the study was in progress.

The first two meetings of the advisory committee were concerned with the identification and selection of social and academic characteristics believed to be typical of low-socioeconomic black inner-city students in the Los Angeles area. A list originating from other research activities concerned with social and academic characteristics of low-socioeconomic black inner-city students was developed for the advisory committee from which the advisory committee selected and then modified the characteristic statements. Modification was based on how the committee members perceived the low-socioeconomic black inner-city high school students living in their communities. After the list was compiled, the advisory committee suggested photographs that would best depict each of the social or academic characteristics that they had selected.

A professional photographer depicted each modified characteristic in a series of different photographs. The photographs were given to the advisory committee who utilized a Q-sort technique to select the pictures that illustrated each of the identified characteristic statements. Subsequently, the advisory committee selected

54 additional photographs (three for each of the characteristic statements) in order to have a total of four photographs for each of the characteristic statements that would be in the study questionnaire.

Based on the advisory committee's suggestions, the 18 characteristic statements were matched with the 18 different characteristic photographs. A one sentence direction statement was developed in order to have the respondents indicate their selection of one of the four photographs relating to the characteristic statements. The advisory committee reviewed the questionnaire results of a small sample pilot test and suggested changes of certain photographs within the questionnaire. These changes were a result of identified problems related to the photographs and/or directions. The final two meetings of the advisory committee were concerned with developing generalizations, projecting opinions and indicating implications for teachers as a result of the responses provided by the 260 students studied.

In addition, the low-socioeconomic high school students assisted in modifying the language in the direction statements for each of the characteristic statements studied. Their suggestions did not necessarily conform to the correct English grammar; however, their statements did provide better communication to the population that would be responding to the questionnaire. It was through the assistance of both the advisory committee, the students, and the pilot field testing that the modifications resulted in a reliable questionnaire.

Questionnaire Design

A major goal in designing the questionnaire was to have a bare minimum of reading necessary to indicate answers. A second goal was to have the questionnaire contain extensive visual content. By this technique, it was planned that those participating in the study would be required to interpret objective situations, would be less defensive, less aware of scrutiny, and thus more likely to reveal much of their inner life.

The questionnaire consisted of 18 pages. Each page was devoted to one characteristic statement. A four photographic multiple choice format was used with each characteristic statement. The directions for responding, consisting of a short sentence, were below the photographs. Figure 1 depicts a page format as used in the questionnaire.

As previously discussed, some photographs were changed and all directions were modified after the first pilot field test of the questionnaire. A second pilot field test was made with the modified questionnaire and no reasons for further change were detected.

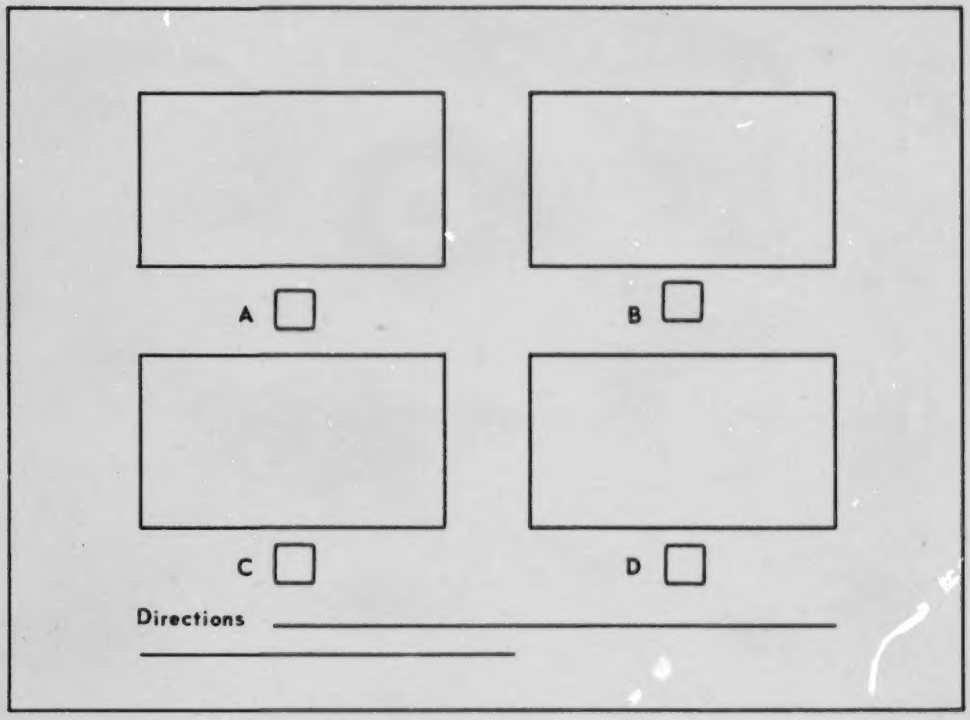


Figure 1. Questionnaire Page Format

During the development of the questionnaire, the research team recognized that some of the characteristic statement photographs were positive to the characteristic statement, whereas others were negative. There were 13 positive and five negative photographs. Seven academic and six social characteristic statement photographs were positive, whereas one academic and four social characteristic statement photographs were negative. The characteristic statement photographs were identified, recorded for study analysis and were labeled only within this publication. It was through the positive and negative identifications and frequency of choice by the students studied that determination of agreement or disagreement with the characteristic statement could be established.

Sample Population and Procedure

The population for study consisted of low-socioeconomic black students attending 90 percent or greater black-populated public schools located in low-socioeconomic communities within Los Angeles County. There were eight public high schools that met the selection criteria. The teachers of these schools randomly selected 260 low-socioeconomic black students and arranged for the administration of the questionnaire.

The principal investigator met with the students and used uniform standard procedures in explaining the questionnaire and in having the students record their responses. All questions were answered on all pages. The interest and cooperation displayed by the students were exemplary.

Analysis of Results

Both the positive and negative characteristic statement photograph selections had to be analyzed in relationship to frequency of choice to determine whether the students studied agreed or disagreed with the characteristic statements. Table 1 denotes how determinations were established. Choice of positive photographs at high frequency or negative photographs at low frequency indicated agreement with the characteristic statement. Choice of positive photographs at low frequency or negative photographs at high frequency indicated disagreement with the characteristic statement.

TABLE 1
CRITERIA FOR ESTABLISHING AGREEMENT OR DISAGREEMENT WITH CHARACTERISTIC STATEMENT

CRITERIA	FREQUENCY FOR SELECTION OF	
	POSITIVE	NEGATIVE
AGREEMENT	HIGH	LOW
DISAGREEMENT	LOW	HIGH

Through a binomial distribution statistical analysis using a .05 level of significance with a two-tail test, percentage quantities were established to determine whether the percentage of students selecting the characteristic statement photographs was significant. For positive and negative high frequency choices 30.3 percent or higher, and for positive and negative low frequency choices 19.7 percent or lower, it was determined that within these two parameters the choices were significantly greater than all other choices. Based upon the statistical limits and the frequency distribution in Table 1, agreement or disagreement with each characteristic statement was determined.

FINDINGS

The ensuing pages contain the findings of this study. Four items are presented on each right-hand page. These are the characteristic statement, the four photographs that were in the questionnaire that depicted the characteristic statement, the selection data, and the directions as they appeared in the questionnaire. On each left-hand page three items concerned with the right-hand page are presented. These three items are: discussion of findings, advisory committee's projected opinions, and implications for teachers.

Figure 2 denotes the right-hand page format. The three items contained on the page are schematically displayed. Figure 3 denotes the details that accompany the characteristic statement photograph. Familiarization with the coding system is essential for interpretation of the study's findings.

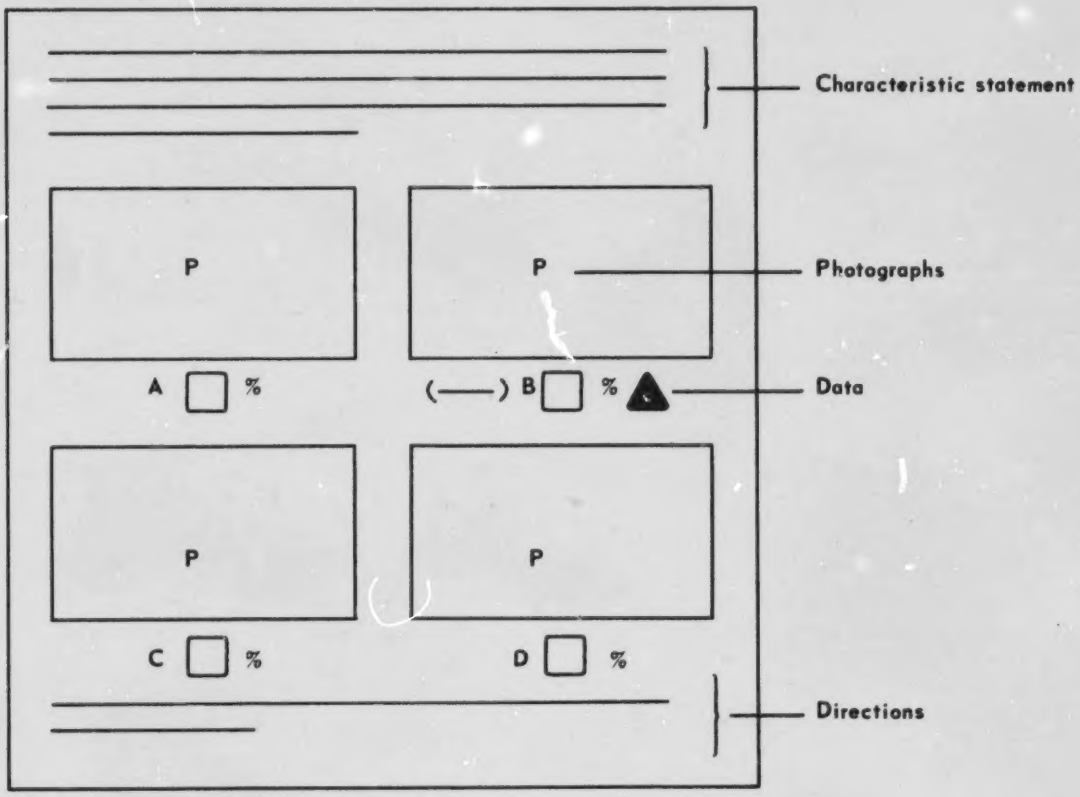


Figure 2. Right Page Format For Findings

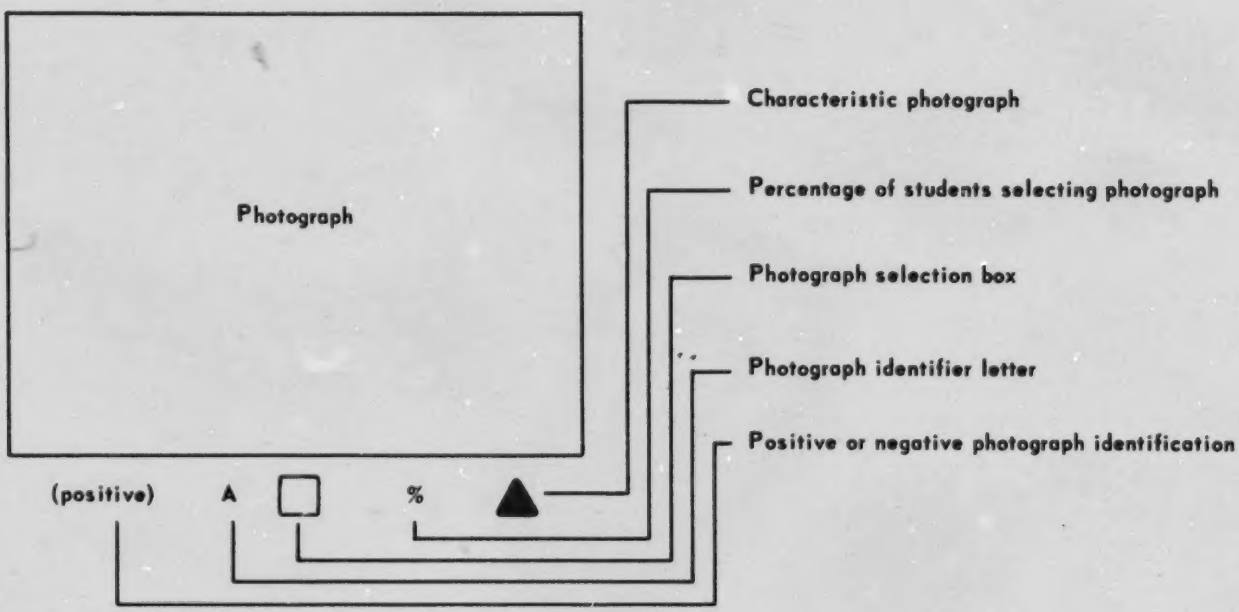


Figure 3. Data Code For Photographs

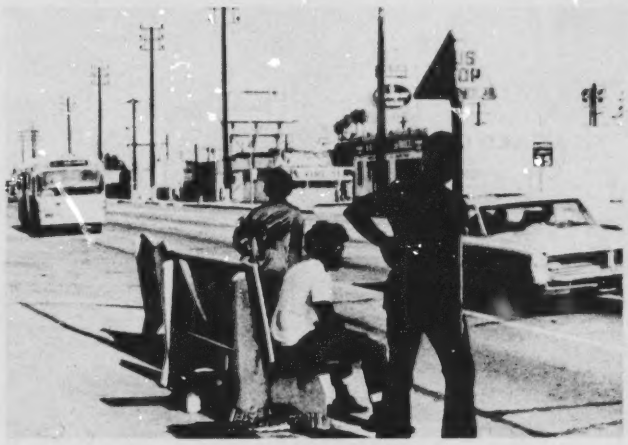
As a result of the analysis of the findings, it can be concluded that the respondents did differentiate among the 18 characteristic statements and did not differ in their assessment regardless of the school in which they were enrolled. The students disagreed with seven of the characteristic statements, and possible reasons for this disagreement are found in the "discussion" section. The implications for teachers should be expanded and modified as dictated by the instructional environment. The necessity for establishing a large resource of teaching techniques and appropriate subject content is essential if significant educational progress is to be achieved.

The research team is aware that different results may be obtained in various parts of the nation, should the research procedure be replicated. However, the findings of this study should be given serious consideration in attempts to improve learning attainment by low-socioeconomic black high school students. All avenues must be investigated if a viable and effective high school instructional program is to be provided for the low-socioeconomic black students.

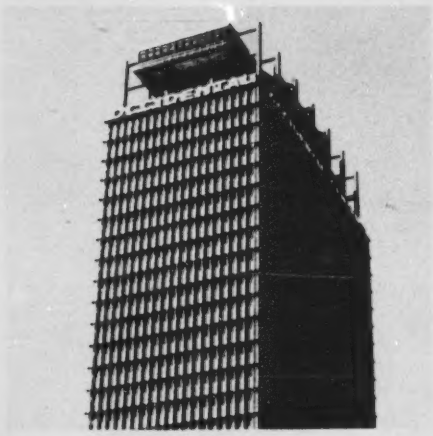
Social Characteristic 1, Living Environment

Black inner-city, low-socioeconomic high school students tend to stay within their immediate environment and thus remain unfamiliar with areas beyond their neighborhood boundaries.

A ☐ 1%



(positive) B ☐ 84% ▲



C ☐ 12%

D ☐ 3%

Mark an "X" in the box below the picture showing the scene you see the most in your neighborhood.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the positive characteristic photograph and thereby indicated agreement with characteristic 1. Thus, characteristic 1 for this study's findings is accepted.

Socioeconomic conditions have a dynamic effect on the way people see themselves and others. The attitudes, prejudices and value systems of inner-city black students can be a product of their limited environment. The characteristic photograph "B" was selected by 84 percent of those surveyed. This picture portrays an ordinary street scene in a black neighborhood. Photograph "C," of a large building, was selected by 12 percent and indicates that high-rise buildings are not uncommon in the black student's environment. However, photographs "D" (3%) and "A" (1%) appear to be areas of least familiarity.

Advisory Committee's Projected Opinions

1. The tendency for black students to stay within their immediate environment is most often prompted by a lack of financial resources as opposed to a lack of interest, desire, or aggressive curiosity.
2. The involvement in gang activity may limit inner-city black students to their immediate environment.
3. The exposure to the larger society can be psychologically detrimental to black students accustomed to life in a limited environment.

Implications for Teachers

Teachers should be aware that when they discuss events, geographic locations and conditions of areas other than the community in which the school is located, the students need considerable additional information to visualize the reasons for the teacher's comments. This visualization may be brought about through field trips, films, coupled with classroom discussions, investigating through the use of publications with readable narratives and appropriate photographs, or any other way that the teacher can bring the outside world to the student. The inner-city teacher should challenge black youths to aggressively explore the world in which they live. Every attempt should be made to have the students develop the ability to relate their learnings to areas larger than their immediate environment.

Social Characteristic 2. Adult Models

Black inner-city, low-socioeconomic high school students have few experiences with successful adult models whom they can emulate.

A ☐ 18%

(positive) B ☐ 46% ▲

C ☐ 20%

D ☐ 16%

Mark an "X" in the box below the picture showing the people you respect most.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the positive characteristic photograph and thereby indicated agreement with characteristic 2. Thus, characteristic 2 for this study's findings is accepted.

Black students, in low-socioeconomic communities, have limited experiences with successful black models. The characteristic photograph "B," selected by 46 percent of the students, should have been rated the lowest and possibly photograph "D" the highest if the social characteristic were to be true. In this study, this particular social characteristic appears to be rejected by those surveyed. Rather, there is strong indication that successful contact can develop closer associations and good relations.

Advisory Committee's Projected Opinions

1. The infrequent contact many black students have with successful black people may have a negative impact on their educational and occupational aspirations.
2. The lower-socioeconomic black student, having unique needs and desires stemming from a different value orientation than that of the society about him, views success differently than the larger society.
3. The many black students living in low-socioeconomic communities are unaware of the successful black adults within their communities.

Implications for Teachers

Flexibility in the administrative and instructional practices of the high school has a direct relationship on the extent to which resources within the community can be used in learning activities. These practices should make it possible to bring black community resources into the school when these resources can contribute to the learning process. Specialists from industry and business, teachers from nearby colleges and universities, and other successful people in the community should be used as models for black students.

Social Characteristic 3, Loyal Relationships

Black inner-city, low-socioeconomic high school students have a capacity for close and loyal personal relationships. This is especially true of relationships with their peers; because of their need for sustained associations, they find in each other the support they need, but seldom get from adults. However, once an adult succeeds in winning their friendship and trust, especially in times of crises, adults will continue to receive their loyalty and support.

A ☐ 11%

(positive) B ☐ 51% ▲

C ☐ 16%

D ☐ 22%

Mark an "X" in the box below the picture that shows best the situation in which you develop warm and lasting friendships.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the positive characteristic photograph and thereby indicated agreement with characteristic 3. Thus, characteristic 3 for this study's findings is accepted.

The characteristic photograph "B" was selected by 51 percent of those surveyed and does confirm that friendships can be developed with adults. Photographs "A," "C" and "D" were selected by the remaining 49 percent of the students. Each of these photographs indicates that friendships can be developed with other than black adults. This generally holds true when adults, regardless of color, gain the interest and trust of the black student.

Advisory Committee's Projected Opinions

1. The black student, as in the case of all students, learns best in an atmosphere of academic and social acceptance.
2. The black student responds to honest relationships based on mutual respect.
3. The black student can develop a sincere, warm relationship with adults, regardless of color.

Implications for Teachers

Teacher-student relationships in inner-city schools should be based on mutual understanding, confidence and respect among all persons participating in the learning environment. Effective human relations are just as desirable in black schools as elsewhere in our democratic society. Black students can discern between sincerity and hypocrisy by the teachers' acts and expressions. Low-socioeconomic black students learn at an early age to interpret expressions from others around them and do not necessarily have to have many words to detect the feelings of others. This skill for sensitivity to non-verbal instructions may cause many students to interpret a different degree of relationship to the teacher than that of students who are only listening to the teacher's words. The teacher should be aware that the student may make snap judgments and block additional verbal instruction. This blockage of instruction may then hinder the student in performing what was asked to be done. As a student learns to listen for more instructions and the teacher retards personal biases, learning can increase.

Social Characteristic 4, Communication Skills

Black inner-city, low-socioeconomic high school students are deficient in verbal and communication skills that are acceptable in the present day larger society.

A ☐ 12%

B ☐ 17%

C ☐ 28%

(positive) D ☐ 43% ▲

Mark an "X" in the box below the picture in which situation you really express your feelings.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the positive characteristic photograph and thereby indicated agreement with characteristic 4. Thus, characteristic 4 for this study's findings is accepted.

Black high school students are generally uncomfortable in their verbal communications with white authority figures, especially when rapport has not been established. They express themselves best when in the company of their peers. By accepting photograph "D" the students indicated that they best express their feelings with peer groups. Photograph "C" was second choice (28%) and depicts communications by a small group within a school setting. Photographs "A" and "B" had low selection and illustrated conversations between two individuals, a student and an adult.

Advisory Committee's Projected Opinions

1. The black dialect is extensively used in the black community and is usually spoken and accepted by blacks.
2. The deficiencies in acceptable communication skills by black students do not indicate a lack of intellectual capacity.
3. The black student may have communication problems within the school because of inability to use formal English as well as the black dialect.

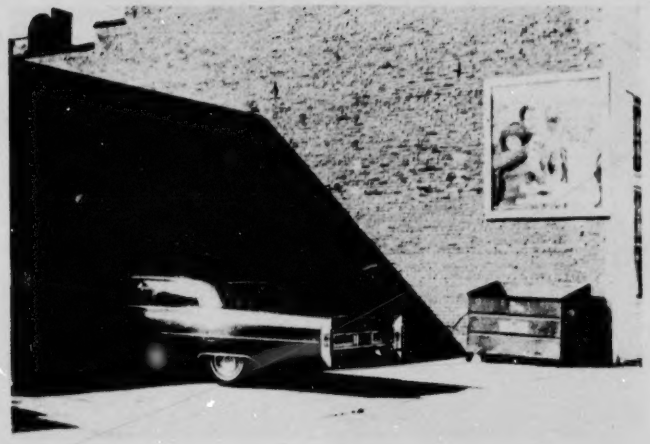
Implications for Teachers

The basic skills and concepts of acceptable communication should be a part of daily learning in the inner-city high school. Teachers should afford black students a variety of opportunities to write and speak for the purposes of learning to organize and communicate their ideas effectively. High aspirations must be tempered with self-awareness for improvement in communication skills. The traditional system of reading literature or writing papers concomitant with the black low-socioeconomic student's experiences make these exercises irrelevant.

Examination of the abilities of teachers to communicate with black students must be conducted to determine whether school communication assignments are given by teachers in order to develop specific skills or are given without consideration to the prevailing language usage of their students. Utilization of proven techniques in teaching viable communication skills should increase student interest and learning attainment of communication skills.

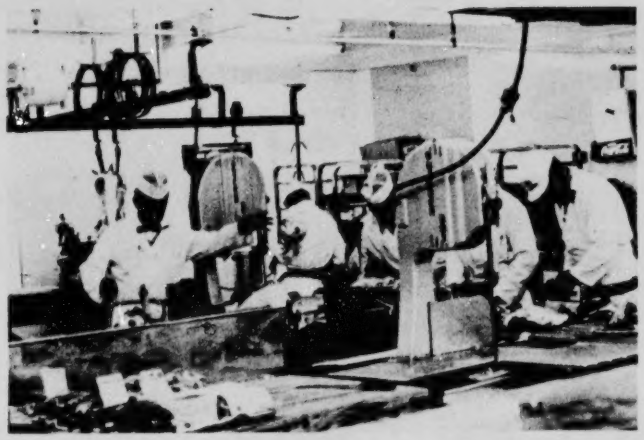
Social Characteristic 5, Materialistic Concerns

Black inner-city, low-socioeconomic high school students have a greater preoccupation and concern with materialistic things that bring immediate gratification.



(positive) A ☐ 16% ▲

B ☐ 24%



C ☐ 13%

D ☐ 47%

Mark an "X" in the box below the picture showing your immediate desires.

Discussion of Findings

The students responding to the questionnaire selected at a low frequency the positive characteristic photograph and thereby indicated a disagreement with characteristic 5. Thus, characteristic 5 for this study's findings is rejected.

Black inner-city students are interested in acquiring academic and vocational skills necessary for future employment. Characteristic photograph "A" received only 16 percent and does not bear out social characteristic 5. Photograph "D" received 47 percent of the selections and appears to indicate that the students studied were interested in preparing for the future, rather than owning an automobile or perhaps performing a menial task as depicted in photograph "C."

Advisory Committee's Projected Opinions

1. The black students are willing to engage in long-range study in order to improve their socioeconomic status.
2. The black students must attain a continuous series of short-range goals to develop their intrinsic motivation.
3. The black students' materialistic desires are not significantly different than the materialistic desires of other racial or ethnic groups.

Implications for Teachers

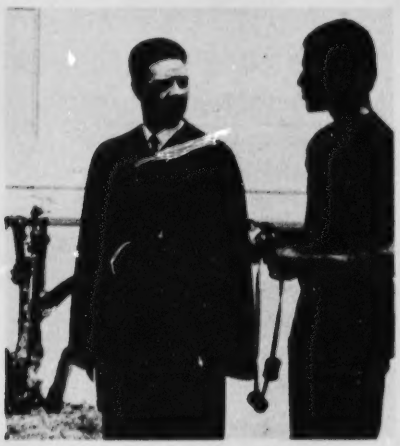
The inner-city school should provide instructional programs for varieties of abilities, background, and educational and vocational interests. The opportunity for students with mechanical abilities should be as prevalent as for those with special academic abilities. The tendency to strive for learnings or vocational skills beyond the existing abilities should be retarded, but not discouraged.

The long-range goal which may be beyond the student's present capabilities should not be lost. However, a series of short-range obtainable goals must be provided by the teacher, so that in the end the student may achieve his higher aspiration goals.

Social Characteristic 6, Emotional Reactions

Black inner-city, low socioeconomic high school students tend to react to emotions rather than rational behavior.

A ☐ 31%



B ☐ 50%

(positive) C ☐ 11% ▲

D ☐ 8%

Mark an "X" in the box below the picture showing the approach you would use in solving your problems.

Discussion of Findings

The students responding to the questionnaire selected at a low frequency the positive characteristic photograph and thereby indicated a disagreement with characteristic 6. Thus, characteristic 6 for this study's findings is rejected.

Black inner-city students have little trust in the ability of governmental agencies to provide solutions to their problems. However, they do seek other traditional methods utilizing rational ways to solve their problems. The characteristic photograph "C" was selected by 11 percent of the students, thus rejecting social characteristic 6. Photographs "A" and "B" indicate that black students would seek help from ministers or from friends.

Advisory Committee's Projected Opinions

1. The black students favor those situations that have proven most successful in helping them with their problems.
2. The black students, as all other students, tend to turn to persons they feel have a sensitivity toward their problems.
3. The black students are willing to receive assistance from individuals who help them reach rational solutions.

Implications for Teachers

The successful teacher understands that normal adolescent behavior is not necessarily desirable or pleasing. If not given the proper opportunities to be "somebody" in the eyes of their classmates, students may engage in activities that are neither constructive or wholesome.

Black inter-city students do not give vent to emotions when individuals are readily available to assist them in solving their problems. It is through frustration and harassment that groups can be coerced to gain results by forceful action. Therefore, it behooves teachers to provide prompt attention to student problems and needs and thus eliminate grievances and overt actions.

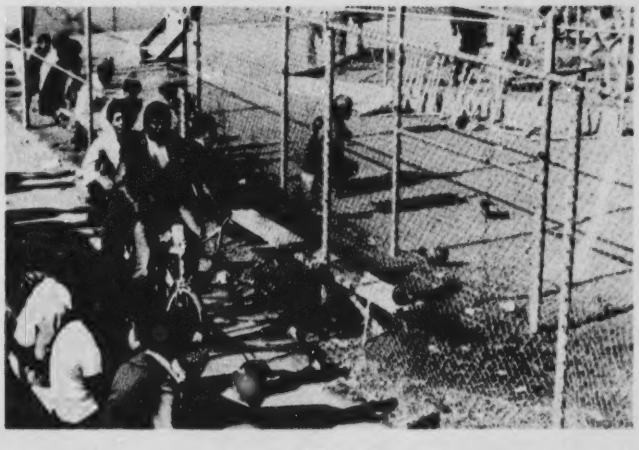
Social Characteristic 7, Repetitive Events

Unusual experiences make a deep impression on black inner-city, low socio-economic students, as in the case of all students, when parents do not converse or remind the students of past happenings in their lives. Students remember repetitive events of important personal experiences.

(negative) A ☐ 4% ▲

B ☐ 10%

C ☐ 7%



D ☐ 79%

Mark an "X" in the box below the picture showing the scene you see most often.

Discussion of Findings

The students responding to the questionnaire selected at a low frequency the negative characteristic photograph and thereby indicated agreement with characteristic 7. Thus, characteristic 7 for this study's findings is accepted.

Black students are more dependent on their limited environment for academic and social learning experiences than students from the larger society. Inability to migrate any distance from their immediate environment precludes opportunities to gain a variety of experiences. The characteristic photograph "A" was selected by four percent of the students, thus accepting social characteristic 7. The athletic field in school was selected by 79 percent of the students, indicating the role school activities affect their lives. The constraint against seeing birds in a park emphasizes the necessity for broadening black studen experiences.

Advisory Committee's Projected Opinions

1. The exposure of black students to the larger society is greatly dependent on the financial ability of their parents.
2. The black student, as most other students, is more comfortable in situations where the surroundings are familiar.
3. The black student, as most other students, broadens self-awareness from new experiences.

Implications for Teachers

The school program should be concerned primarily with the intellectual growth and citizen development of all students. An effective inner-city educational program should expose students, while they are at school, to the intellectual, civic, economic, occupational and social life of their city.

Low-socioeconomical students should be provided with informal peer group discussion centers which would, in part, fulfill the lack of conversation with parents at home. These small group sessions should be designed as learning activities having purposes and desired outcomes defined so as to preclude aimless chatter. Discussion sessions have to develop credibility of items injected by the teacher and must create confidence of accomplishment within the students.

Social Characteristic 8, Limited Experiences

Black inner-city, low-socioeconomic high school students have little contact and experience with social, cultural and governmental institutions which the school assumes most students have encountered prior to entering school.

(negative) A ☐ 4% ▲

B ☐ 7%

C ☐ 73%

D ☐ 16%

Mark an "X" in the box below the picture showing the activities you experienced most before starting school.

27

Discussion of Findings

The students responding to the questionnaire selected at a low frequency the negative characteristic photograph and thereby indicated agreement with characteristic 8. Thus, characteristic 8 for this study's findings is accepted.

Black students experience with more frequency those institutions which are prevalent in their immediate environment. The low selection of the courthouse, railroad station, and airport supports social characteristic 8. Almost three-fourths (73%) selected churches as the experience that they remember best prior to entering school. The early religious influence upon the black student instills an element of moral conduct that may be overlooked by schools in planning educational programs.

Advisory Committee's Projected Opinions

1. The experiences of black students with governmental institutions are often negative.
2. The majority of black students recall the church as the prime experience prior to starting school.
3. The black students have very little opportunity to be passengers on airplanes, trains or intercity buses.

Implications for Teachers

The inner-city students' background and living environment should be the point of orientation for selection of the school's learning activities. It is essential that teachers learn the scope of experiences the students may have had within the community. These experiences need to be supplemented in order to provide a broader scope of experiences within the social, cultural and governmental institutions of our nation.

The use of planned field trips, outside speakers, teacher aides, video tape and motion pictures can, to some extent, broaden the students experiences.

Organized work experience activities in clusters of occupations provide insights not learned from lectures or textbooks. Every plausible and imaginative method should be considered and utilized if the fullest intent of the school program is to be attained.

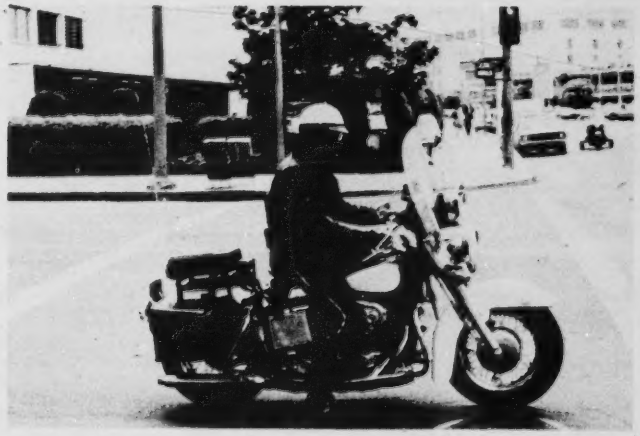
Social Characteristic 9, Resentful of Authority

Black inner-city low-socioeconomic high school students are distrustful and resentful of authority.

A ☐ 9%

B ☐ 20%

C ☐ 40%



(negative) D ☐ 31% ▲

Mark an "X" in the box below the picture showing the person you most freely would ask questions to assist you.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the negative characteristic photograph and thereby indicated a disagreement with characteristic 9. Thus, characteristic 9 for this study's findings is rejected.

Black inner-city students have positive attitudes toward authority figures and high-level positions. There were 31 percent who selected the characteristic 9 photograph "D." Discussion with the students indicated that they would ask a policeman for help when they believed he could give them assistance or information and would not harass them. The students also indicated that the reason for the low selection of photograph "A" was that positions, such as a postman, are not necessarily held in high esteem. Selection of photograph "C" reinforces the concept that black students will seek help from authority figures, particularly from other black individuals.

Advisory Committee's Projected Opinions

1. The black students generally experience negative relationships with persons in authority.
2. The black students will approach any person in authority who will give them accurate information.
3. The black students relate better to black responsible authority figures.

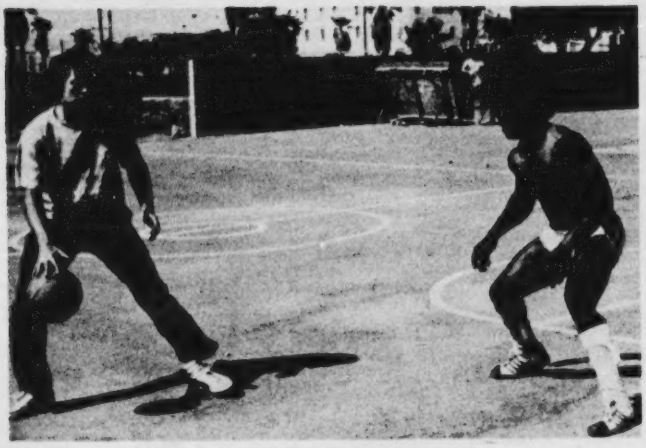
Implications for Teachers

As a basis for student conduct and discipline, the inner-city teacher should emphasize self-discipline, courtesy and self-responsibility for one's actions. Students reflect actions of adult models and their teachers. The use of authoritarian control should be avoided if skills and respect for democratic processes are to be learned. Student involvement in instructional planning and evaluation creates an atmosphere of belonging.

Black inner-city students have no fear of individuals in authority, but are quick to recognize dictatorial and arrogant mannerisms. The students will have no hesitation in working with individuals they know are trying to help them.

Social Characteristic 10, Hostility and Alienation

Black inner-city, low-socioeconomic high school students feel hostile towards and alienated from society at large.



A ☐ 32%

(negative) B ☐ 36% ▲

C ☐ 10%

D ☐ 22%

Mark an "X" in the box below the picture showing the scene in which you would be most relaxed.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the negative characteristic photograph and thereby indicated a disagreement with characteristic 10. Thus, characteristic 10 for this study's findings is rejected.

Black inner-city students are at ease with congenial people and familiar environments. In unfamiliar surroundings, they are relaxed in situations where they can successfully compete and relate to others on an individual basis. The characteristic photograph "B" was accepted by 36 percent of the students. This appears to indicate that relationships with the larger society may not be as hostile as it has been presumed. The low selection of photograph "C" (10%) may indicate it would be difficult to relax in large group settings.

Advisory Committee's Projected Opinions

1. The black student's hostility towards alienation from society at large may be a product of having lived in a limited environment.
2. The black student's acculturation into the larger society can be psychologically detrimental to those accustomed to life in low-economic communities.
3. The black student with proper guidance and encouragement can adapt to the environment of the larger society.

Implications for Teachers

Adolescents in their relationships with school and the outside world usually live in a confused state of double standards. The moral codes of government may not be the same as standards taught in school. Their parents' standards for conduct may deviate also from those taught in school.

The extent of understanding the nature and problems of the adolescent influences the degree to which a teacher can provide an effective environment for intellectual and social development. Teachers can be the catalyst which eliminates the feeling of hostility and alienation by black inter-city low-socioeconomic students toward the larger society.

Academic Characteristic 11, Successful Experiences

Black inner-city, low-socioeconomic high school students are not exposed to successful experiences and are thus conditioned to failure and demoralization which create a negative self-image and low estimates of their own competencies.

(positive) **A** ☐ **46%** ▲

B ☐ **19%**

C ☐ **15%**

D ☐ **20%**

Mark an "X" in the box below the picture showing how you feel about most of your school work.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the positive characteristic photograph and thereby indicated agreement with characteristic 11. Thus, characteristic 11 for this study's findings is accepted.

Black students in inner-city high schools often view their school experiences as painful, frustrating and containing few successful experiences. The characteristic picture "A" was selected by 46 percent of the students and supports the social characteristic 11. The other three photographs received about the same percentage indicating that not all students are demoralized. However, school experiences which do not provide some degree of success in the daily learning experiences do deny students those elements leading toward higher motivation.

Advisory Committee's Projected Opinions

1. The succession of unsuccessful learning experiences can demoralize any student to a negative self-image and a low estimate of personal competencies.
2. The grading system used in many classes does not reflect the requirements for success in the world of work.
3. The excessive emphasis on academic grades that are not realistic to learning gain is a major contributor to poor self-esteem and expectations for many students, particularly in black community schools.

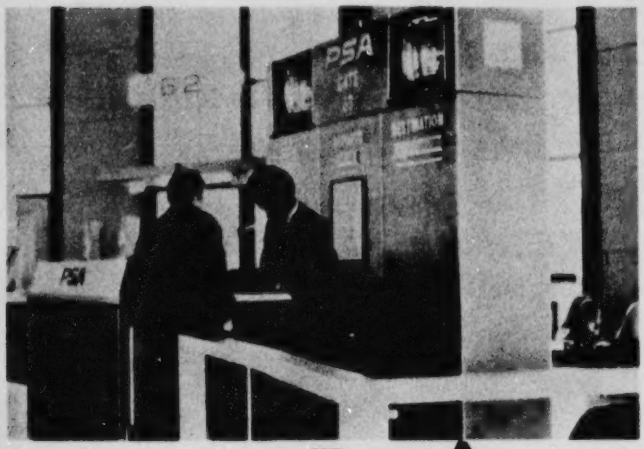
Implications for Teachers

In many cases large amounts of teacher time and effort are spent trying to get students to learn assignments which they do not see as relevant to their future needs. If curricula goals are not accepted by the students, the learning probably will be incomplete and transitory. Generally, such learning disappears as rapidly as items "crammed" for a final examination.

Teachers must provide students with both short- and long-range goals. The goals must be understood and accepted by the students, and all learning activities have to relate directly to the goals. The teachers not only must develop the goals with the students but must point out continually how the learning activities relate to the goals.

Academic Characteristic 12, Abstract Ideas

Black inner-city, low-socioeconomic high school students are creative, motivated, and proficient in areas where their interests lie. If they believe learning activities have little or no relevance to their needs, as they perceive them, they will consider them useless or a waste of time. This is particularly true of abstract ideas, plans for the future, or subject matter which they have never understood in terms of purpose in their overall education.



(positive) A ☐ 57% ▲

B ☐ 7%

C ☐ 19%

D ☐ 17%

Mark an "X" in the box below the picture showing what you really would like to get into.

35

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the positive characteristic photograph and thereby indicated agreement with characteristic 12. Thus, characteristic 12 for this study's findings is accepted.

Low-socioeconomic black students are capable of thinking abstractly to the degree of developing future career choices among status occupations. They are interested and motivated to seek those professions that have been closed to them in previous generations. Characteristic picture "A" depicts a scene with modern electronic equipment and an occupation which is new to the black employment market. The selection of this photograph by 57 percent of those surveyed reinforces the concept of the social characteristic. Photographs "B" and "C" show creativity in art and graphic communications, whereas photograph "D" depicts work that is very familiar to the youth in the black community. However, individuals going into auto repair have not necessarily achieved a high degree of success in the black community.

Advisory Committee's Projected Opinions

1. The learning of abstract ideas generally are useless to low-socioeconomic black students without the correlation between physical elements within the environment.
2. The majority of black students have been conditioned to perceive success as a "white collar" job.
3. The narrowing of certain select occupations over the multitude of available and reachable jobs has limited black students in their apperception when selecting career choices.

Implications for Teachers

Inner-city students are not easily persuaded to participate in learning activities that are boring and have little meaning for their present experiences or relevance to their anticipated future needs. Students potentially have an insatiable curiosity and desire to learn. The inner-city teacher must develop and encourage learning through the stimulation of curiosity. As in the case of all students, there needs to be a continual broadening of each student's comprehension with new concepts, but always in relationship to that which the student knows. Creativity can be developed when teachers, themselves, are of a creative nature and are sensitive to the minute sparks of innovation expressed by their students. Generally, formal drill and recitation do not instill creativity, however, they may provide a base from which those being encouraged to create can establish a foundation.

Academic Characteristic 13, Work Capability

Black inner-city, low-socioeconomic high school students are capable of working well and hard on a specific task or assignment which has a purpose for them, for example, taking courses which will result in a job or help achieve scholarship leading to a career.

(positive) A ☐ 59% ▲

B ☐ 6%

C ☐ 7%

D ☐ 28%

Mark an "X" in the box below the picture showing how you work on school assignments or projects which have future career promise for you.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the positive characteristic photograph and thereby indicated agreement with characteristic 13. Thus, characteristic 13 for this study's findings is accepted.

Black students are willing to work persistently at those tasks that show a positive correlation between the task and future career possibilities. The social characteristic photograph "A" was selected by 59 percent of those surveyed. Photograph "D," depicting studying at home, also indicates a selection in the area of studying. Photographs "B" and "C" depict non-studying activities and unorganized classroom situations.

Advisory Committee's Projected Opinions

1. The realization of a better social and economic status, through education, can serve as a motivational stimulus for black students.
2. The results of positive motivation can stimulate all students to achieve.
3. The use of extrinsic motivation must be subtly applied so that the student's intrinsic motivation can increase to the degree that it will lead to successful learning.

Implications for Teachers

Learning experiences generally are fruitful when they have meaning for the learner. Instruction that requires memorization to recite definitions for an examination and then is forgotten should be avoided in all teaching assignments. Teachers must be aware that forgetting is a process of learning and that students need review, practice and the formation of generalizations which will assist in the retention of learning. The retention of learning, coupled with application to related challenges needing solutions, comprises the foundation of that which is learned. The more experiences an individual accumulates toward successful solutions, the more motivated the individual becomes and a greater accomplishment results.

Academic Characteristic 14, Non-Personal References

Black inner-city, low-socioeconomic high school students may be slow to make non-personal references. It is difficult for them to imagine or visualize impersonally, because they have not been encouraged to develop this ability. They believe only what they can see, feel, and prove.

A ☐ 25%

(positive) B ☐ 31% ▲

C ☐ 25%

D ☐ 19%

Mark an "X" in the box below the picture showing the activity that brings out the best in you.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the positive characteristic photograph and thereby indicated agreement with characteristic 14. Thus, characteristic 14 for this study's findings is accepted.

Low-socioeconomic black students respond to concrete physical activities better than they do to abstract academic activities. By accepting the characteristic photograph "B" they supported academic characteristic 14. Photographs "A," "B," and "C" received approximately the same percentages. These three photographs depict peer group activities and group interaction whereby the students sense their being and accomplishments.

Advisory Committee's Projected Opinions

1. The majority of black youth utilize physical activity as a means of coping with their limited environment.
2. The black youth prefer social interaction through dancing and informal discourse.
3. The black student utilizes black dialect in relaxed conversations with friends.

Implications for Teachers

Inner-city educational experiences should give all students a sense of security and satisfaction with their personal development. Teachers should provide the necessary concrete and abstract learning activities to give each student an opportunity to succeed. Students initially will need assistance in identifying their learning success.

Learning activities should begin with practical applications and should be supported by abstract ideas after practical applications are understood. When individualized learning activities are utilized, the stigma attached to remedial learning must be removed and the concept that in-depth learning is being provided. It is essential to instill the awareness for in-depth training, rather than having students believe they are being isolated because of learning difficulties.

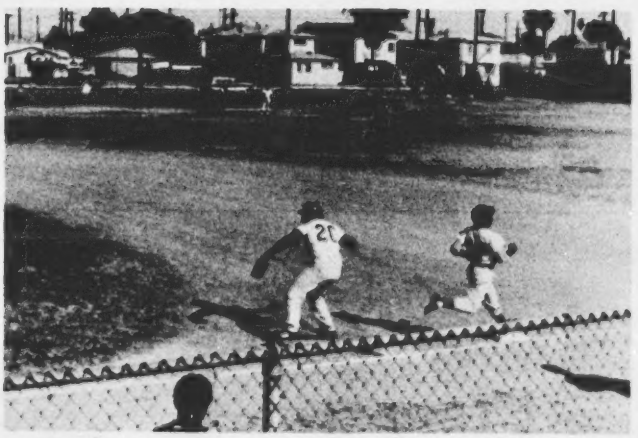
Academic Characteristic 15, Inadequate Counseling

Black inner-city, low-socioeconomic high school students believe they are not given the type of counseling, encouragement, vocational training, or other support they need to enter the world of work. When they encounter discrimination or failure in job seeking because of their age, race, or poor educational background, they do not believe that a return to school will improve their situation.

A ☐ 24%

(positive) B ☐ 32% ▲

C ☐ 30%



D ☐ 14%

Mark an "X" in the box below the picture showing the activity that will get you a job after you leave school.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the positive characteristic photograph and thereby indicated agreement with characteristic 15. Thus, characteristic 15 for this study's findings is accepted.

Black inner-city students have confidence in the traditional method of entering the world of work. Although characteristic photograph "B" received 32 percent of the selections, photographs "A" and "C" also depict activities that assist in getting a job after leaving school, and the combination of the three photographs outweigh photograph "D" concerned with athletic activities.

Advisory Committee's Projected Opinions

1. The black students have some awareness of the necessary employment skills needed for employment, as well as the opportunities for employment that exist for them in their community.
2. The black students, in most cases, have limited educational alternatives and are generally confined to the career development resources in their community regardless of quality.
3. The black students faced with poor educational and career development resources can be discouraged from achieving improvements for their socioeconomic status.

Implications for Teachers

The school curricula should be organized to assure proper articulation in learning experiences from one grade level to another, and from the school to the world of work. Counselor workloads must be reduced so that they can provide adequate advisement to students. The content of counselor training programs must include a comprehensive component on job training and placement advisement. Work orientation classes have not proven to be adequate, particularly for the black low-socioeconomic student.

The holding power of the school can be increased when the students have concrete evidence that the curricula and guidance programs of the school are in juxtaposition with the world of work.

Academic Characteristic 16, Failure Syndrome

Black inner-city, low-socioeconomic high school students experience a failure syndrome resulting from apathy and a lack of self-confidence.

(positive) A ☐ 6% ▲

B ☐ 26%

C ☐ 44%

D ☐ 24%

Mark an "X" in the box below the picture that shows how you feel about your self-confidence.

Discussion of Findings

The students responding to the questionnaire selected at a low frequency the positive characteristic photograph and thereby indicated a disagreement with characteristic 16. Thus, characteristic 16 for this study's findings is rejected.

When properly motivated, black low-socioeconomic students will engage in school activities that provide them with opportunities to build their self-confidence. Characteristic photograph "A" was selected by six percent of the students. The students indicated that activities which lead to self-confidence are the types that they would select. The ability of the respondents to reject the characteristic photograph of a despondent individual from photographs depicting some degree of accomplishment appears to indicate a recognition of self-confidence activities.

Advisory Committee's Projected Opinions

1. The black student's apathy can be stimulated when there is a lack of successful black models within the living environment.
2. The black student's apathy can be directly associated with apathetic attitudes shown them by members of the larger group.
3. The black student's failure syndrome and lack of self-confidence may be a reflection of negative motivation towards school based on how uninterestingly learning concepts are being taught.

Implications for Teachers

Inner-city high school teachers should be concerned with the growth and development of each individual student, rather than with the preconceived ideas of what the mythical "average student" should know at a certain grade level. Learning difficulties must be diagnosed for cause, rather than generalizations that the student can't read, write or speak correctly. The necessity for continuous and patient guidance is essential for teachers.

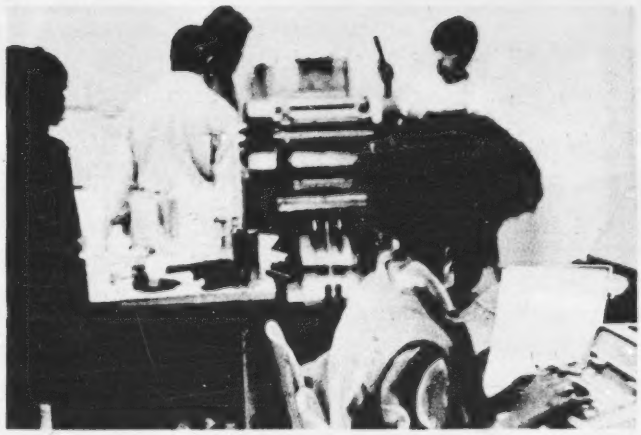
The ultimate goal for teachers should be to provide black low-socioeconomic students self-confidence in the development of their learning skills.

Academic Characteristic 17, Vocational Objectives

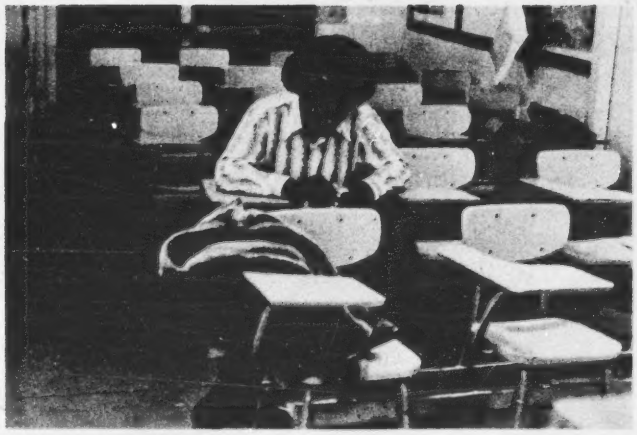
Black inner-city, low-socioeconomic high school students fail to make a meaningful association between school activities and vocational objectives.

(positive) A ☐ 7% ▲

B ☐ 17%



C ☐ 57%



D ☐ 19%

Mark an "X" in the box below the picture showing the activity you feel is most likely to lead you to a job.

Discussion of Findings

The students responding to the questionnaire selected at a low frequency the positive characteristic photograph and thereby indicated a disagreement with characteristic 17. Thus, characteristic 17 for this study's findings is rejected.

Black inner-city high school students have the ability to determine for themselves the potential a career development activity has for their particular career aspirations. Characteristic photograph "A" was low in selection, however, photograph "C" received 57 percent selection of the respondents. Photograph "C" does depict work activity within the school, whereas photograph "A" indicates a discussion in front of a school shop and thereby may not indicate a work situation. Photographs "B" and "D" do not indicate activities leading toward work. In "B" the student appears to be relaxing and in "D" the student appears to be studying some academic subject.

Advisory Committee's Projected Opinions

1. The failure of black students to draw meaningful associations between school activities and vocational objectives is most often due to the school's inability to show correlation between the two.
2. The black students believe acquisition of vocational skills increases their prospect of securing employment, but reject the idea that all vocational classes within their school environment will lead them to a job.
3. The black students' career scope is limited because of inadequate exposure to the larger society.

Implications for Teachers

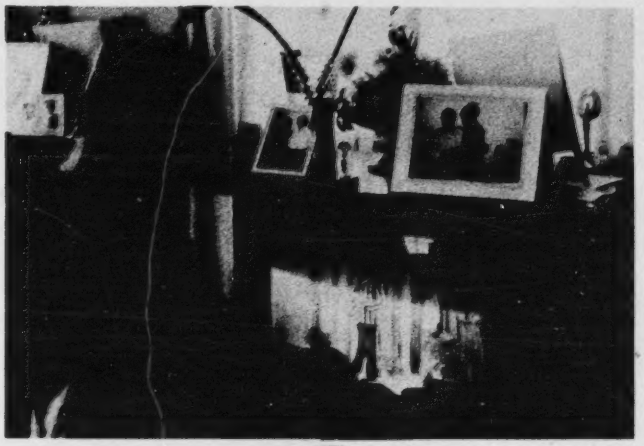
Education for specialized vocational needs for inner-city students should focus on occupational and community needs. The vocational training must relate closely to the skills and knowledge used on the job. Reasons for learning various tasks in vocational programs must be delineated and differentiated in the minds of the students.

Teachers must develop vocational skills of their students by utilizing their existing abilities. Each learning task should be discussed with each student so that there is a purpose to the learning experience. Both learning tasks and equipment used must be as similar as that found in the occupation for which the training is being given.

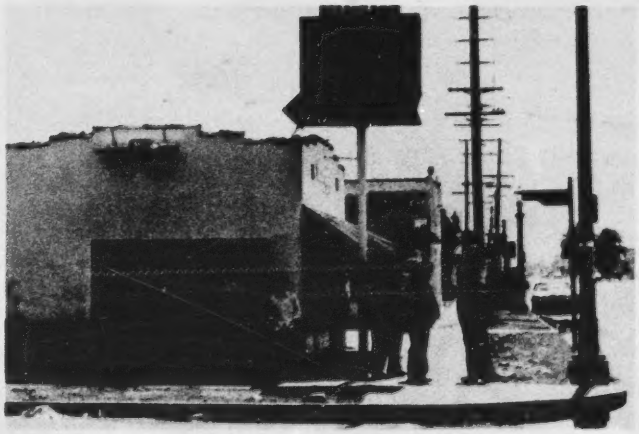
Academic Characteristic 18, Interacting Relationships

Black inner-city, low-socioeconomic high school students confront their academic and social world in a physical, visual and tangible manner to a higher ratio than used with oral abstractions.

A ☐ 25%



B ☐ 22%



C ☐ 14%

(negative) D ☐ 39% ▲

Mark an "X" in the box below the picture that is most like the attitude you have towards your school and environment.

Discussion of Findings

The students responding to the questionnaire selected at a high frequency the negative characteristic photograph and thereby indicated a disagreement with characteristic 18. Thus, characteristic 18 for this study's findings is rejected.

Black inner-city students have positive attitudes toward physical school activities, but not on a higher ratio than attitudes toward academic school activities. All photographs received similar percentages of selections (14 to 39 percent). There appeared to be no meaningful association among the four photographs, although photograph "D" depicts studying which received 39 percent of the selections. The findings appear to indicate that academic characteristic 18 is false.

Advisory Committee's Projected Opinions

1. The majority of black students when properly motivated have the capacity to relate positively to the abstractions of their academic environment.
2. The majority of black students will relate to their academic activities in a positive manner when correlations between the abstract and concrete are properly drawn and the goals of learning are accepted.
3. The black students' interest in physical activity should be utilized in the instructional setting.

Implications for Teachers

Some inner-city students are lost in academic symbols, formulae, and other abstracts that do not allow them to be "somebody" in the eyes of their peers. A competent teacher recognizes the fulfillment of basic psychological needs and that peer recognition is necessary to the welfare of the maturing adolescent. The use of a multiformity of various audio-visual materials can assist in acquiring the abstract concepts. It is essential that teachers have a thorough knowledge of the abstract concepts, so that each can adjust and relate the concepts to the various learning levels of the students within their classes.

DISCUSSION

Of the 18 characteristics studied, the students who responded selected 11 that indicated agreement and selected seven that indicated disagreement. Table No. 2

TABLE 2

SUMMARY OF AGREEMENT AND DISAGREEMENT WITH CHARACTERISTIC STATEMENTS

CHARACTERISTICS	PHOTO TYPE	AGREED		DISAGREED		SIGNIFICANCE
		POSITIVE HIGH	NEGATIVE LOW	POSITIVE LOW	NEGATIVE HIGH	
1. LIVING ENVIRONMENT	POS.	X				YES
2. ADULT MODELS	POS.	X				YES
3. LOYAL RELATIONSHIPS	POS.	X				YES
4. COMMUNICATION SKILLS	POS.	X				YES
5. MATERIALISTIC CONCERNS	POS.			X		YES
6. EMOTIONAL REACTIONS	POS.			X		YES
7. REPETITIVE EVENTS	NEG.		X			YES
8. LIMITED EXPERIENCES	NEG.		X			YES
9. RESENTFUL OF AUTHORITY	NEG.				X	YES
10. HOSTILITY AND ALIENATION	NEG.				X	YES
11. SUCCESSFUL EXPERIENCES	POS.	X				YES
12. ABSTRACT IDEAS	POS.	X				YES
13. WORK CAPABILITY	POS.	X				YES
14. NON-PERSONAL REFERENCES	POS.	X				YES
15. INADEQUATE COUNSELING	POS.	X				YES
16. FAILURE SYNDROME	POS.			X		YES
17. VOCATIONAL OBJECTIVES	POS.			X		YES
18. INTERACTING RELATIONSHIPS	NEG.			X		YES
TOTALS	–	9	2	5	2	18

depicts the characteristic for which there was agreement and disagreement by student selection.

There are a number of reasons why the students studied did not necessarily agree with the characteristic statements. It is possible that the characteristic photograph was misleading; however, numerous conferences with students were held during the development of the questionnaire, and through their review and suggestions the characteristic pictures were confirmed and directions written in a language suggested by the students.

There is a probability that the generation of students studied have different insights and opinions than the students who were studied when the characteristic statements were developed originally. If this assumption is true, then reexamination of the characteristic statements must be a continuous process in order to comply with changing values of each generation. It is possible also that the original characteristic statements were developed in a period of greater national strife than the period of time in which the study was conducted, and, thus, different responses would result.

Whatever the case may be for differences in this study with other studies of low-socioeconomic black students' social and academic characteristics, the results of this study should be given serious consideration in the reexamination of the schools' relationship to the low-socioeconomic black student.

Poor black families, as is true of all other poor people, are not satisfied with their poverty. These poor families are working hard to get money in order to improve their living standard. There are a number of routes open to obtain money, both legal and illegal, but education is one route than can help them raise their living standard and achieve economic stability.

Numerous studies have drawn conclusions concerning the characteristics of the low-socioeconomic black student; however, this study found disagreement with seven of the characteristics identified in previous studies. To project the findings of this study to all low-socioeconomic black students is just as absurd as generalizing the discussed characteristics of this study as typical of all black people. Research findings concerned with teaching must be replicated numerous times and analyzed in the instructional setting. A cognizance of characteristic factors affecting low-socioeconomic black student learning will result in curriculum content and instructional procedures that are relevant and effective.

The "Implications for Teachers" discussion that is contained in the previous section of this publication must be considered in developing instructional content and strategies. These implications apply to all teachers. Teachers of vocational education must be aware of a number of concerns related to the low-socioeconomic

black student. Vocational education teachers should restrain black student aspirations that may reach a state of unrealism — the desire for esoteric careers for which they have neither the background nor potential to attain. To many black students, the occupational fields represent the lowest aspiration level. This is a result of the types of employment available to blacks. Schools must provide examples of success models within the students' abilities and interests which are coupled with viable instructional activities that lead to a relevant world of work.

Black students lack knowledge of high-paying high-status vocational occupations. However, they are familiar with professional occupations having high monetary rewards. It is imperative that schools make information available to black students that presents the status role of the many fine occupational employment opportunities. Currently, occupational fields represent the most dynamic, most progressive, and most lucrative areas of employment — yet the status that should be assigned to these occupations is lacking in the black community.

Vocational education must have a variety of offerings to meet the needs of all students. A compensatory program must be coupled with vocational education to help students make up that in which they are deficient in order to pursue successfully the curriculum offerings. The emphasis must be on success. Failure helps no one and the low-socioeconomic black students need confidence in themselves and in the educational system.

CONCLUSION

A summary of some basic teaching principles is provided herein. The 20 principles presented are as applicable to vocational education as they are to all areas of secondary education.

1. The equality of opportunity in the high school means provision for an optimum program for all kinds of abilities, backgrounds, and educational and vocational goals.
2. The students' individual talents, interests, educational and vocational goals, physical and mental handicaps, or learning limitations should be integrated, as much as is reasonably possible, into the total life of the school.
3. The content of education for all youth should challenge them to explore the world in which they live, their cultural inheritance, and provide salable skills necessary for employment upon graduation.

4. The building of curriculum involves, in addition to knowledge of subject matter, a knowledge of students, community, social trends, and principles of learning.
5. The common elements of the program of studies should embody a well-balanced general education that includes provisions for civic, intellectual, social, cultural, health, mental, and family-life needs of every student regardless of his occupational goals.
6. The educational program of the secondary school should be developed with the participation of parents and other citizens.
7. The vocational education programs must be developed by an occupational analysis and designed to meet the student needs and occupational demands.
8. The common learning experiences should give attention to the problems youth face in their world of today.
9. The extent of understanding the nature and problems of adolescents influences the degree to which a teacher can provide a rich environment for intellectual, occupational skill and social development.
10. The school experience should recognize the adolescents striving to achieve independence and adult status as a normal phase of growing up.
11. The school experience should assist the adolescent in achieving a desirable relationship with his age mates of both sexes.
12. The teacher should face realistically the fact that an adolescent in his relations with the school and the outside world lives in a confusion of double standards.
13. The teacher should become well-acquainted with the interests, backgrounds, previous achievement, and personal qualities of every student in the classroom.
14. The teacher-student relationship in the secondary school should be based upon mutual understanding, confidence, and respect among all those who participate in the learning situation.
15. The instructional practices in the secondary school should make the unique talents of individual teachers available to the greatest possible number of students.
16. The instructional practices and teacher-student relationships in a secondary school should permit and encourage the use of a wide variety of human and material resources both within the school and from the community as a whole.
17. The student has a desire for and an interest in gaining new ideas, developing new interests, acquiring new skills, and gaining knowledge.
18. The differences in opinions, abilities, and interests among individuals should be recognized and accepted as desirable and normal.

19. The instructional practices should recognize the wide range of differences among individual students in personality and character qualities, interests, out-of-school backgrounds, and ability to achieve in school.
20. The guidance program should draw on all the resources of the school and of the community which may contribute in some way to the guidance services.

Utilization of the basic principles of education (of which the previous list is a small segment) should result in longer school retention of low-socioeconomic black students. Integration of these principles into the instructional setting should assist these students in achieving more extensive learning attainment — learning attainment that will offer recognition of self-worth and economic security through the attainment of relevant salable skills. The school, to be effective and the recipient of support from those who finance its endeavors, must redirect its efforts toward meeting needs of its clientele and community. The days of learning for learning alone are gone; the days of purposeful learning are here and the school must fulfill the challenge.

APPENDIX A

Advisory Committee

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No pictures available for the following:

Greg Chambers, student; Cary Chism, student; Jesse L. Dennis, president (Big Friends, Inc.) Federally Funded Private Skills Training School; Lonnie Mayfield, student; and Alma Murray, high school teacher.

Linda Maim
Project Photographer

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